

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12PA12

School Type (Public Schools): ☐ Charter ☒ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mrs. Francine Endler

Official School Name: Allegheny One Elementary School

School Mailing Address: 1160 Municipal Drive
 Duncansville, PA 16635-8004

County: Blair State School Code Number*: 888

Telephone: (814) 695-3561 E-mail: francine_endler@tigerwires.com

Fax: (814) 695-6028 Web site/URL: www.tigerwires.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Paul Gallagher Superintendent e-mail: paul_gallagher@tigerwires.com

District Name: Hollidaysburg Area School District District Phone: (814) 695-8702

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Ronald Yoder

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12PA12

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12PA12

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 4 Elementary schools (includes K-8)
(per district designation): 1 Middle/Junior high schools
1 High schools
0 K-12 schools
6 Total schools in district
2. District per-pupil expenditure: 12523

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 8
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	23	16	39
K	0	0	0		7	0	0	0
1	23	15	38		8	0	0	0
2	26	15	41		9	0	0	0
3	19	14	33		10	0	0	0
4	16	15	31		11	0	0	0
5	18	21	39		12	0	0	0
Total in Applying School:								221

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
1 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
99 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 7%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2010 until the end of the school year.	7
(2)	Number of students who transferred from the school after October 1, 2010 until the end of the school year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)].	15
(4)	Total number of students in the school as of October 1, 2010	225
(5)	Total transferred students in row (3) divided by total students in row (4).	0.07
(6)	Amount in row (5) multiplied by 100.	7

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 54%

Total number of students who qualify: 122

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 18%

Total number of students served: 40

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>18</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>12</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>15</u>	<u>1</u>
Paraprofessionals	<u>1</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>7</u>	<u>4</u>
Total number	<u>36</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 19:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	95%	95%	95%	96%	95%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

Allegheny One Elementary School is the smallest of four elementary schools within the Hollidaysburg Area School District and has been operating as a neighborhood school in Allegheny Township since 1954. Many of our current students have parents and grandparents who received his/her elementary education in our building. That legacy provides students with a connection to the past and allows them to write the next chapter in the story of academic achievement at Allegheny One Elementary. The generational connection between student, parent, grandparent and our staff provides an ease of communication and well established sense of connection and investment.

In addition to our four elementary schools, the district is comprised of a traditional junior high school (grades 7-9) and a senior high school (grades 10-12). The district is located in the south central area of Blair County and is considered a rural to suburban community located approximately 90 miles east of Pittsburgh. As the district is situated in the county seat, access to educational, recreational and cultural opportunities is easily afforded and supports the efforts of the district to nurture a well-rounded education for our students. Community involvement and support for the district and its programs has a long and storied tradition which is evidenced through robust attendance at events including athletics, the arts and financial support of the Hollidaysburg Area School District Foundation. HASD has an enrollment of approximately 3600 students with the enrollment of Allegheny One Elementary at 225. The small school setting at Allegheny One Elementary enhances our building mission to establish a positive relationship with all students and families that supports student success, achievement and growth. Our building mission strengthens HASD's mission to *"empower all students to achieve their best...every day."*

The Six Pillars of Character and bullying prevention strategies are an integral part of the culture of Allegheny One Elementary School and supports the social and emotional development of our students. Allegheny One students view themselves as having the power to make a difference and work to apply concepts learned in the core subject areas to service learning projects within our community, country and globally. This is evidenced in annual outreach to support our troops deployed overseas, the efforts of national and local service organizations and programs within our community. A very active Student Council incorporates concepts of democracy and sponsors activities to promote education, service and leadership. Fifth and sixth grade Tiger Tutors eagerly provide academic support to younger students. This cross-grade level learning fosters relationship building between and among students while supporting academically at-risk learners. Perhaps the most poignant example of the long-lasting impact of the culture of Allegheny One Elementary is the regular visits from former students who recall the wonderful experience they had. While our population has a wide range of economic diversity, our families have a strong belief in the importance of education and support that through involvement in the PTO, regular contact with teachers and programming building-wide.

Allegheny One Elementary School, with an enrollment of 225 students' services children in grades one through six. Our kindergarten students are housed at another elementary building and begin their educational experience here as first graders. Each grade level has two teachers with class sizes below 23 students which allows for a high level of interaction. 50% of our students are economically disadvantaged. This significant percentage has resulted in designation as a school-wide Title I building and federal funds are appropriated for the Title I School-wide Reading Program implemented in grades one through six. Full day kindergarten programming for all students provides a solid foundation. Co-teaching with regular education and special education teachers occurs at all grade levels in reading and grades two through six in mathematics. Since the inception of full inclusion and co-teaching during the 2009-2010 school year, overall achievement, school-wide and subgroup performance on standardized tests has improved.

Our greatest strength lies in the "human capital" that is our teaching and support staff. Our Highly Qualified teaching staff consists of participation from three reading specialists, two speech/language

therapists, guidance counselor, instructional support teacher, two full time special education teachers, twelve regular education teachers, and teachers who provide art, music and physical education instruction. Additionally, two special education paraprofessionals work within classrooms. Every classroom is equipped with an interactive white board, two computers and the building has both a stationary and mobile computer laboratory. This affords student access to technology on a daily basis. The afterschool program provides enrichment and support to students in grades four, five and six. Several evening events occur throughout the school year to engage parents and community members in the activities of the school. Each and every member of our learning community invests in the success of all students and we would be honored and humbled to receive the Blue Ribbon School Award.

1. Assessment Results:

A review of the PSSA data over the past five years indicates that the students at Allegheny One Elementary School have continued to perform at outstanding academic levels in both reading and mathematics overall and in the economically disadvantaged subgroup. In each of the last five years, the economically disadvantaged subgroup scores not only surpassed the defined targets for Adequate Yearly Progress (AYP) as defined by No Child Left Behind (NCLB) legislation, but were no more than six points less than the scores for the overall building.

The Pennsylvania System of School Assessment (PSSA) is a standards-based, criterion referenced assessment used by the Pennsylvania Department of Education (PDE) to measure a learner's attainment of the academic standards while also determining the extent to which the school programs enable students to reach proficiency in mathematics, reading, writing and science. At Allegheny One Elementary, these tests are administered in grades three, four, five and six. The results of the reading and mathematics tests are used to determine AYP status as required by NCLB. PDE has established the following definitions for students who meet or exceed the academic standards as measured by the PSSA:

Advanced-The Advanced Level reflects superior academic performance. Advanced work indicates an in-depth understanding and exemplary display of the skills included in the Pennsylvania Academic Content Standards.

Proficient-The Proficient Level reflects satisfactory academic performance. Proficient work indicates a solid understanding and adequate display of the skills included in the Pennsylvania Academic Content Standards.

According to a review of the PSSA data for Allegheny One Elementary School beginning with the 2006-2007 school year and ending with the 2010-2011 school year, the established high levels of achievement in both reading and mathematics continued in a steady, upward trajectory for building scores overall as well as in our economically disadvantaged subgroup. In reading, the percentage of students achieving at the advanced/proficient level for the entire population increased by 16 points, with a 21 point increase in the economically disadvantaged subgroup. In mathematics, the advanced/proficient level increased by 14 points overall and 20 points in the economically disadvantaged subgroup. The exemplary student performances both overall and in the economically disadvantaged subgroup can be attributed to a variety of factors. Our Instructional Support Team and Response to Intervention and Instruction processes work to identify students who are experiencing academic difficulty and subsequently diagnose and implement targeted interventions. In 2009-2010, the combined initiatives of differentiated instruction professional development and regular education/special education co-teaching provided a strong pedagogical and curricular force to improve student achievement, meet the needs of diverse learners, and enable our teachers to engage in significant learning that transferred seamlessly into the classroom. Most importantly, our teachers know each student individually, use formative assessment to make instructional changes and create learning environments where children grow and succeed.

The mathematics results of the 2006-2007 PSSA showed that 79% of the overall student population at Allegheny One Elementary scored at the advanced or proficient level while 65% of the economically disadvantaged students scored at the advanced or proficient level. Following this baseline year, the overall student population at Allegheny One Elementary performed at the following percentages on the mathematics PSSA: 80% (2007-08); 86% (2008-09); 90% (2009-10); and 93% (2010-11). The economically disadvantaged subgroup performed at the advanced/proficient level at the following percentages on the mathematics PSSA: 70% (2007-08); 78% (2008-09); 86% (2009-10) and 85% (2010-11).

The reading results of the 2006-2007 PSSA showed that 70% of the overall student population scored at the advanced or proficient level while 61% of the economically disadvantaged population scored at the advanced or proficient level. Following this baseline year, the overall student scores for reading were 76% (2007-08); 82% (2008-09); 80% (2009-10); and 86% (2010-11). The economically disadvantaged subgroup performed at the advanced/proficient level at the following percentages on the reading PSSA: 67% (2007-08); 71% (2008-09); 74% (2010-11); 82% (2010-11).

As is evidenced by the aforementioned results, the overall performance of all tested students, as well as those in the economically disadvantaged subgroup, exceeded the established AYP targets and demonstrated a steady increase over a five-year period of time. The difference in scores between all tested students and the economically disadvantaged subgroup is small and continues to narrow through this five year progression of data. The performance gap between all students tested and the economically disadvantaged subgroup is slightly larger in the area of reading versus mathematics. To address that issue, the district has supported the general reading instruction with supplemental reading programs such as Corrective Reading; Reading Mastery and technology based supports with Lexia and Study Island. At Allegheny One Elementary, Instructional Support and RtII frameworks have also been implemented. In all grade levels, reading specialists work with regular and special education teachers to implement the Language Arts curriculum and provide support for those students who are struggling readers. Additionally, over the past two academic years, our Title I parent outreach has focused on empowering parents to help children become stronger readers. This was achieved via teachers at each grade level hosting mini-workshops for parents on different reading skills and facilitated discussions as to how parents could implement these strategies when reading with their son/daughter.

PSSA results for Allegheny One Elementary School are available on the PDE website:

www.education.state.pa.us

2. Using Assessment Results:

The Hollidaysburg Area School District has a strong belief in data-informed decision making to propel curricular, programmatic and instructional decisions that will improve student learning. Under the leadership of our assistant superintendent, all school buildings have established “school improvement data teams” which meet regularly throughout the school year to review multiple data points, including PSSA scores, in the area of reading, mathematics, science and writing. Each building develops an annual school improvement plan, using the PDE “Getting Results” framework to guide the process of examining the data, identifying root causes, establishing interventions and monitoring the progress of those interventions. The philosophy of continuous improvement and the work of Victoria Bernhardt guide our teachers to view school improvement proactively. The Allegheny One Elementary school improvement data team is comprised of teachers from all tested grade levels, special educators, reading specialists, instructional support teacher and the building principal. Prior to the beginning of each academic year, the team has determined areas of strength, areas needing improvement, and students in need of targeted interventions.

Over the past five years, our data team determined that students were scoring lower in open-ended responses than with multiple choice questions in both reading and mathematics. As a result, teachers worked both within and between grade levels to determine strategies to better prepare our students to respond to the open-ended questions. Teachers in grades one and two were involved in these discussions and worked with students on foundational skills that would help to prepare for testing in third grade. The format used for open-ended responses was also transferred into other curricular areas. In the area of reading, our data revealed that students were scoring lower in the area of interpretation and analysis of non-fiction text. Subsequently, all grade levels have increase student exposure to non-fiction text within the reading instruction.

Along with the annually administered PSSA testing, additional assessments are used to aid teachers in making curricular adjustments based on student need. The 4SIGHT Math and Reading Benchmark

Assessments are given three times per year to all students in grades three, four, five and six. Following those assessments, the district provides imbedded professional development for analysis of scores, refinement of interventions/ goals, and curricular adjustments. Flexible grouping that exists affords the opportunity to move students based on need. During these data sessions, the principal meets with all grade level teams to discuss results and planned instructional changes.

Our philosophy is that all grades/ specialty areas contribute to the achievement of our students and the results reflected in the PSSA scores. With that vision, curriculum based assessments as well as the DIBELS testing in first and second grades provide vital information that supports student achievement and identifies at-risk students in need of instructional support. Teachers in all non-tested grades are required to identify improvement goals in reading and mathematics that support the overall school improvement plan. Monthly instructional support team meetings are held to address at risk students. At the conclusion of the first semester, the principal, guidance counselor and instructional support teacher meet individually with all teachers to discuss each child, by name, and address any concerns.

Discussions of student achievement are not limited to the professional staff, but are an integral part of the conversation and communication with students, parents and the community via many mediums. Each year, PDE provides school districts with two formal PSSA PENNSYLVANIA STUDENT REPORTS which provide detailed information about their son/daughter's strengths and needs as measured by the PSSA. The first "snapshot" result is mailed home during the summer and within the structure of our parent-teacher conferences held in November, each teacher reviews the detailed report with parents. The building principal meets individually with each student in grades four, five and six to review PSSA results and engage in conversation about how he/she "learns best." This qualitative data is then shared with grade level teachers.

Every nine weeks, individual report cards are issued that assesses each student's progress. Students governed by IEP's also have goal updates included. Progressbook affords parents the opportunity to monitor a student's grades and assignments online. Teachers are in regular contact with parents regarding student progress and contact the parent at mid-term if a student is academically at risk in any of the core subject areas.

Annually, the School District Report Card, developed by PDE, is posted on our district website and is available in the school office. This report card highlights school performance and is designed to give information to parents/ community regarding student achievement. The district publishes two newsletters per year, which include information on PSSA scores and AYP achievement. Annual presentations to the board include PSSA/AYP information as well as presentation of the Keystone Awards which Allegheny One has received annually since 2003.

3. Sharing Lessons Learned:

The professional development philosophy within the HASD supports a collaborative effort to generate and implement professional development opportunities that meet the needs of our professional teaching staff. The district wide professional development committee consists of teacher representatives that span content and certification areas. This committee works on an annual basis to design and implement training focusing on data driven needs of our students. Additionally, grade level professional learning communities and sharing of best practices are supported on an ongoing basis. This is done informally as teachers within the building engage in cross-grade level team teaching; planning and work on building-wide initiatives. The opportunities to engage in significant learning and perceptive reflection with colleagues throughout the district occur during scheduled district-wide in service days where teachers are charged with identifying and sharing pedagogical strategies that improve student achievement. Teachers at Allegheny One Elementary School have opened their classrooms to colleagues throughout the district and have hosted community members as visitors and presenters. The long-standing articulation agreements with several colleges and universities throughout central and western Pennsylvania have afforded many aspiring educators the opportunity to learn and practice the craft of teaching under the direction of our skilled and diverse teaching staff. Allegheny One Elementary is a regularly requested

placement site as many of our pre-service and student teachers attended elementary school here and desire to return to this school to enhance their teaching experiences.

As part of our district-wide professional development, teachers participate in annual technology professional development. Instruction is primarily provided by teachers throughout the district, including several from Allegheny One, who are leaders in the implementation of technology within the classrooms. They are also the “resident specialists” and are often called upon to assist colleagues.

One reading specialist within the building has participated in literacy coaching professional development and supports teachers both within the building and at our senior high school in implementing reading strategies in the content areas. This provides the ability to transfer knowledge of skills developed in elementary school into the secondary level. Allegheny One has established RtII, Instructional Support and Student Assistance teams which meet on a regular basis to address the academic, social and emotional needs of at-risk students. The multidisciplinary teams work together to identify, implement and measure evidence based interventions to improve student achievement. The culture is one of ongoing reflection and discussion about advancing the learning of all students.

4. Engaging Families and Communities:

The faculty and staff at Allegheny One Elementary School truly believe that it “takes a village to raise a child.” With that foundational precept as a guide, we engage families and the community in the learning of our students by establishing trusting and purposeful relationships with each child and his/her family. That engagement begins on a daily basis within our welcoming school climate and attentiveness to the needs of our families as they enter the building. The open-door policy of our teachers and principal allow parents to dialog with school personnel in an informal manner that accounts for varying styles of communication and addresses concerns in an expedient manner.

Several educational events occur throughout the school year which affords parents, families and community members the chance to visit the school and celebrate the success of our students. A Welcome Back to School Night debuts our year of learning and reveals the slate of goals and objectives. Parent conferences are held in mid-November in tandem with the first marking period grades. During those conferences teachers engage parents in both qualitative and quantitative data and discussions about student’s strengths and areas of need. Our Title I Reading Event and Spring Portfolio night showcase student work and engage parents in hand’s on learning opportunities with students and teachers. Our Wellness and Walkathon event promotes healthy lifestyles and demonstrates community support for our efforts to develop the whole child.

A plethora of resources are available for parents to use in working with his/her child. Classroom teachers and support staff facilitate parent access to the resources in ways most beneficial to the student’s ongoing achievement and learning style. Through the use of interactive technology and links on our website, parents are empowered to use software that will address specific skill deficits or strengths. Information regarding student learning is shared in a variety of mediums including electronic, print and via meeting structures such as Instructional Support Team, Student Assistance Program and RtII.

While the staff at Allegheny One Elementary is involved with building-wide initiatives to promote student success, the most important interactions occur within the classrooms and common areas of the buildings. Students and parents are familiar with all staff members and have made connections which foster the academic success of the students.

1. Curriculum:

The elementary curriculum of the Hollidaysburg Area School District is designed to address the diverse learning needs of all of our students and is in alignment with the Pennsylvania standards for all content areas. To ensure that our curriculum is current and continues to meet the needs of our students, all curriculum areas kindergarten through twelfth grade engage in a curriculum review process every five years. Additionally, the Standards Aligned Systems portal (SAS) is used as an ongoing reference for materials, best-practices and interventions.

The HASD utilizes the Houghton-Mifflin Reading/Language Arts curriculum which supports the five reading criteria (Phonemic Awareness instruction, Phonics instruction, Fluency instruction, Vocabulary instruction, Text Comprehension) through reading research. Each grade level utilizes curriculum and pacing guides based on the standards, anchors and eligible content. Instructional time guidelines for Reading/Language Arts instruction range from 180 minutes daily for grades one and two and 150 minutes for grades three through six. This balanced literacy approach includes Reading (whole group and guided reading), Writing, Spelling, English and Grammar. Guided reading is used in first, second and third grades with a cross-grade level guided reading during the Power Hour in grades one and two. Proficiency grouping for Language Arts occurs in grades three through six and affords the opportunity for co-teaching, and small group direct instruction reading using scientifically based reading models for students reading below grade level. Students in grades three through six participate in the Accelerated Reader program which is designed as an incentive program to increase independent reading levels. Struggling students are provided with interventions based on the Response to Intervention & Instruction model. Student progress is monitored and instructional adjustments are made accordingly.

The Writing curriculum meets the requirements of the state standards and has established writing components at each grade level. Teachers maintain writing samples to demonstrate student growth. First grade students utilize KIDWRITING and all elementary students engage in writing experiences during the daily language arts schedule as well as engaging in writing activities in the content areas.

The elementary mathematics curriculum is aligned to the Pennsylvania math standards. Each grade level utilizes curriculum and pacing guides based on the standards, anchors and eligible content. The robust resources of the Scott-Foresman math series are used to deliver the spiraling curriculum in first through sixth grades. District established time guidelines for mathematics require 60 to 75 minutes of daily mathematics instruction. Heterogeneous grouping for math occurs in first and second grades, while proficiency grouping occurs in third through sixth grade to allow for additional differentiation, support and enrichment. Co-teaching occurs daily in grades three through six to offer support for struggling students. Technology supports such as STUDY ISLAND are used to increase skill development.

Science, Social Studies and Health instruction are Pennsylvania standards-based and delivered within heterogeneously established home base classrooms that utilize a variety of hands on learning experiences designed to engage students in significant learning and real-world applications.

All students participate in 40 minutes of music, art and physical education instruction delivered by highly qualified teachers one time per week on a five-day schedule. Fifth and sixth grade students have an opportunity to participate in chorus, art enrichment and two concerts are performed annually. Music lessons in orchestra instruments begin in grade four and band instruments are introduced in grades five and six.

Students receive technology instruction via their home base teachers and technology is integrated into all content areas. The computer lab and NETBOOKS cart allow students to have a minimum of three computer opportunities during the week in conjunction with the interactive white boards in each classroom.

2. Reading/English:

Allegheny No. 1 Elementary has a scaffold reading curriculum that aligns to Pennsylvania State standards and PDE's Eligible Content and Assessment Anchors. The district curriculum map is developmentally

paced per grade level and targets specific learning objectives. A1 has successfully surpassed AYP standards in reading since 2002, which has led to the continued use of established curriculum framework. We have also sought support, through additions of current, researched-based best practices, such as co-teaching, to assist in student achievement.

Daily allotted time for Houghton-Mifflin language arts instruction is grade level specific. Instructional delivery comes through whole and small group instruction, to include guided reading, where students learn the five essential components of effective reading. These daily practices are continually built upon and are ongoing throughout the year.

Students in grades 3-6 receive instruction in flexible, proficiency level grouping which has emanated the most success based on testing results. Levels are determined through PSSA and 4SIGHT results, and teacher recommendation. During the academic year, summative (DIBELS, Torch, and 4Sight) and formative assessments are provided to track progress. Our at-risk students are provided intervention within the core curriculum by ways of co-teaching, leveled readers (Fauntus and Pinnell, and Accelerated Reader) and differentiated instruction. Above level readers are enriched through Accelerated Reader, co-teaching and enrichment activities in our gifted program.

The acquisition of foundational reading skills begins in our primary grades, with a powerful and effective instructional delivery method, called Power Hour. Power Hour is guided-reading instruction conducted in grades one and two, based on the students' individual reading levels. This cross grade level reading experience allows for intense support for struggling students and extensions for those students who are reading above grade level. The fluid nature of these groupings affords students the opportunity to have ongoing reassessment for reading levels and placements where their reading can be optimized. Kid Writing is another literacy component that primary grades invoke to support student growth.

Intervention needs are addressed by learning support, Title 1, and regular education teachers with researched-based Direct Instruction/Corrective Reading (intermediate), Reading Mastery (primary), RtII, and Lexia Software.

Supplemental materials, such as STUDY ISLAND, PDE's SAS portal, educational websites (Discovery/United Streaming, BrainPOP, Promethean Planet), and interactive word walls are also valued in instructional delivery. Yearly author visits, trips to local theaters, participation in Read Across America, and our specials' programs all attribute to our reading successes.

3. Mathematics:

The elementary math curriculum is aligned to the Pennsylvania Math Standards. Our district developed a curriculum map for each grade level to follow in order to teach specific learning goals within a time frame. These goals are achieved using the resources of the Scott Foresman Math series and supplemental materials.

All grade levels have two math classes. Students in grades one and two are grouped heterogeneously. To improve mathematical skills, students in grades three through six are assigned to flexible homogeneous instructional groups based on common math abilities. Additional small flexible grouping is made within these ability groups as needed. Assignments are made by utilizing achievement data (including quarterly progress reports, PSSA Math, 4Sight Math, Scott Foresman Diagnostic tool), and teacher recommendation.

To support at-risk students (learning support and regular education), each grade level has one math class taught by two teachers. The co-teaching partnership of one regular education teacher/one learning support teacher provides immediate and individual attention. In addition, direct instruction math is utilized for specific students. An after-school program taught by teachers offered two days a week allows for further skill development and individualization.

Above grade level learners benefit from working with our gifted resource teacher in weekly problem solving classes. This resource teacher co-teaches during math classes in most grades. Students in the intermediate grades participate in the Continental Math League contests.

Every grade engages in 75 minutes of daily math instruction and practice with a common framework. After a targeted review of prior skills and problem solving, new information is introduced with guided

and independent practice. The programs STUDY ISLAND, Math 24, and BrainPOP as well as our series' internet components and whiteboard math tools supplement instruction. Real life applications of math are referenced in Science lessons and through the Discovery School component of our series. PDE's SAS portal also supports the curriculum. Students at every level complete timed fact tests to ensure mastery of basic facts. Calendar Math, use of Digi-Blocks, and kinesthetic tools such as finger math techniques, and multiplication songs are utilized.

Student progress is monitored through daily/weekly formative assessments of smaller chunks of knowledge, followed by summative assessments. Students in grades three through six take 4Sight Math tests three times a year to track annual progress. Data analysis guides the instructional plans for all students.

4. Additional Curriculum Area:

Allegheny #1 Elementary School has consistently met with exemplary success on the science PSSA. 97.6% of students scored proficient or advanced in 2009, 100% in 2010, and 90% in 2011.

HASD uses the McGraw Hill series, a spiral based text to build basic factual content knowledge. By analyzing essential skills of non-fiction texts in all subjects, we expose, explain, and expand on life, earth, and space curricular concepts by tapping into the students' natural curiosity about their surrounding world.

Students utilize their knowledge and apply it to both simulated and hands-on experiences. With existing resources, we are able to capitalize on connections within the community to enhance the learning process. Resources include an annual Water Festival Day in which Blair County's Water Conservation District personnel visit to enable students to discover things about water creatures, wetlands, and water conservation. The Mobile Agricultural Education Science lab visits our school every few years to expose all students to the impact of local agricultural products on industry and the economy as students produce items such as butter, lip balms, and soap.

Additionally, students participate in field trips to local wetlands to explore and study the local ecosystems. Life sciences are supplemented as primary students work with members of the local garden club to learn about plant growth. Meanwhile, fourth grade partners community service with life science as they travel to the Discovery Garden, a local community-built park, to plant annuals and learn about perennials that attract regional organisms.

The cornerstone of our science success is its integration with other curricular areas. Each grade level has a non-fiction reading theme which explores one of the science areas. Students not only analyze the elements of these selections, but compare and contrast them to the real world around them. They are asked to apply their knowledge to create such things as simulated earthquakes, rockets, and hot air balloons. Science is also integrated in all itinerant areas as music classes explore the science of how instruments and our voices create sounds. Art teaches about the principles of light, color, and chemistry in the mixing and producing of various pigments, and physical education classes study the science of movement as related to the body.

Textbook knowledge is also supplemented through the use of technology as lessons are enhanced by using Discovery Learning, BrainPOP, Promethean Planet, and Study Stack websites on a regular schedule within classes.

5. Instructional Methods:

Allegheny One Elementary uses differentiated instruction as an integral part of our teaching practices and philosophy to meet the needs of all students including the needs of our subgroups. Twelve heterogeneously grouped classrooms serve as the home base for students where they begin and end their day, form important social relationships with peers, and establish a sense of purpose and connection within the school community.

District-wide instructional time guidelines are established for language arts, mathematics, science, social studies and health. In all grade levels, instruction in science, social studies and health are taught within heterogeneous home base classrooms. In grades one and two, mathematics instruction is delivered in a heterogeneous setting with special educators co-teaching with regular education teachers, or providing

additional direct instruction mathematics to those IEP students who have specifically identified math goals. In grades three through six, mathematics is taught to homogeneous groups based on math ability. The lower ability group in these grades has the benefit of a co-teaching with a regular and special educator collaborating to differentiate instruction and support students. Additionally, the gifted support teacher consults and co-teaches within higher ability classrooms with identified gifted students.

Allegheny One Elementary is an identified school-wide Title I building and provides reading support and services for students reading below grade level in grades one through six. The services of three reading specialists, the instructional support teacher and two paraprofessionals focus on struggling students within the building. The RtII framework is implemented within classrooms, in small group settings and individually based on the student need driven by assessment results. Guided reading instruction within grades one and two is delivered via Power Hour, a cross-grade level grouping of students designed to deliver reading instruction on a student's level. Ongoing assessment, dialogue between teachers and fluid grouping allows for student growth and support. In grades three through six, ability grouping for reading allows for differentiated instruction, support and extensions based on the needs of the students. Reading specialists work at these levels in both co-teaching and small group interventions.

Technology is an integral part of teaching and learning and classrooms are equipped with an interactive white board. The stationary and mobile computer labs afford students four opportunities per week to work with computers to enhance, engage and support learning in all core areas. Multiple software programs are utilized to meet the needs of students.

6. Professional Development:

The approach to professional development within the HASD is collaborative in nature and is representative of all levels and certification areas. Both district-wide and building based professional development occurs. Based on PSSA results, strategic plan components, and teacher needs assessment, the annual professional development plan is established. The ongoing focus is to strengthen student performance in the core content areas while continuing to educate the whole child with exposure to the arts, technology and specialty areas. The HASD has recognized the talent and expertise of our highly qualified teaching staff and has identified teachers, including several from Allegheny One, to lead the professional development in the areas of technology, differentiated instruction and reading.

After review of scores for students overall and in special education and economically disadvantaged subgroups, in the 2009-10 school year, the district embarked on professional development training to enhance and extend differentiated instruction in kindergarten through twelfth grades. Following formal training from a nationally known expert on differentiated instruction, district-wide grade level teams met to develop and discuss DI best practices that aligned with our reading and mathematics academic standards. This focus would allow us to enrich and extend high achieving students and provide the support and scaffolding to struggling students. At the building level, this training continued as teaching teams met on a weekly basis to plan lessons and implement components of DI to address specific areas such as reading comprehension, response to open-ended questions and analysis of non-fiction text. The small size of our building allowed for daily informal conversation regarding teaching and learning which quickly translated into implementation within the classrooms. Annual technology integration training supports DI efforts as students connect with content via multiple technology mediums and emphasizes the importance of technology in the classroom.

The most important component of the professional development at Allegheny One occurs as the teachers implement the strategies within the classroom and dialogue with colleagues to enhance their significant learning as well as that of the students. The small size of our building lends itself to daily informal conversation regarding teaching and learning which quickly translates into implementation within the classrooms. Teachers participated in peer observations to see DI in practice.

Annually, all teachers establish a professional development goal and meet with the principal in January and May to discuss implementation and progress. Post-observation conferences create a space for perceptive reflection on teaching and learning.

7. School Leadership:

The superintendent of schools serves as the chief educational officer of the Hollidaysburg Area School District and governs a team of administrators consisting of an assistant superintendent, director of special education, director of elementary curriculum and eight building level principals whose focus is to provide a high quality, well-rounded education to the children in our district. Using a collective leadership approach, administrative meetings are held two times per month to discuss curriculum and assessment, professional development, supervision and special education issues that align with the mission of the Hollidaysburg Area School District and the Pennsylvania Department of Education.

At Allegheny One Elementary, the principal's primary role is that of instructional leader in conjunction with managing the daily operations of the school. Development of the master schedule, conducting observations, and classroom visits ensure that curriculum is implemented based on district expectations and in alignment with PDE standards, anchors and eligible content. As effective communication is seen as a key to success for students and families, a high level of engagement occurs between the principal and students, parents and the community. A distributive leadership model is employed within the school as teachers, parents and students share their talents to meet the academic, social and emotional needs of the students in order to create an environment where children can meet with success on all levels. Every member of the Allegheny One community works to support the achievement of all students.

Teachers within the building have been identified as leaders on specific initiatives such as technology integration, differentiated instruction, content area reading, writing and mathematics. In this capacity, they provide building level professional development and support to teaching colleagues as well as lend their leadership and expertise to district-wide committees. These teacher-leaders have earned the respect of colleagues and have invested in these leadership opportunities based on their commitment to student achievement. Monthly faculty advisory and full faculty meetings afford all teachers the opportunity to provide input, problem solve and receive professional development relevant to our needs.

The leadership of our PTO provides solid connections between school, home and the community. These volunteers readily assume leadership roles with fundraising, providing after school clubs and supporting the work of our teachers. In addition, we are developing future leaders through our Student Council which works to create a caring, purposeful and student-centered environment. Collective leadership makes everyone accountable and responsible for our success.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: PSSA

Edition/Publication Year: Published Every Year Publisher: PDE/DRC

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% At/Above Proficient	89	86	94	93	97
Advanced	48	50	61	76	86
Number of students tested	29	36	33	42	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At/Above Proficient	80	78	83	89	99
Advanced	33	39	58	65	91
Number of students tested	15	18	12	17	11
2. African American Students					
% At/Above Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% At/Above Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
% At/Above Proficient					
Advanced	0	38	50	67	0
Number of students tested	2	8	8	3	
5. English Language Learner Students					
% At/Above Proficient					
Advanced					
Number of students tested					
6.					
% At/Above Proficient					
Advanced					
Number of students tested					
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: PSSA

Edition/Publication Year: Published Every Year Publisher: PDE/DRC

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% At or Above Proficient	87	75	88	93	86
Advanced	21	19	38	19	36
Number of students tested	29	36	32	42	28
Percent of total students tested	100	100	97	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Proficient	74	61	82	89	90
Advanced	7	28	18	18	45
Number of students tested	15	18	11	17	11
2. African American Students					
% At or Above Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% At or Above Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
% At or Above Proficient					
Advanced					
Number of students tested	2	8	7	3	
5. English Language Learner Students					
% At or Above Proficient					
Advanced					
Number of students tested					
6.					
% At or Above Proficient					
Advanced					
Number of students tested					
NOTES:					

12PA12

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: PSSA

Edition/Publication Year: Published Every Year Publisher: PDE/DRC

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% At/Above Proficient	90	94	94	82	69
Advanced	61	65	61	56	44
Number of students tested	40	31	41	34	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At/Above Proficient	69	89	88	86	57
Advanced	37	67	56	43	38
Number of students tested	19	9	16	14	16
2. African American Students					
% At/Above Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% At/Above Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
% At/Above Proficient	59				
Advanced	42				
Number of students tested	12	7	4	5	7
5. English Language Learner Students					
% At/Above Proficient					
Advanced					
Number of students tested					
6.					
% At/Above Proficient					
Advanced					
Number of students tested					
NOTES:					

12PA12

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: PSSA

Edition/Publication Year: Published Every Year Publisher: PDE/DRC

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Feb
SCHOOL SCORES					
% At/Above Proficient	78	78	86	79	65
Advanced	35	26	42	38	34
Number of students tested	40	31	41	34	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At/Above Proficient	69		69	86	50
Advanced	21		50	36	19
Number of students tested	19	9	16	14	16
2. African American Students					
% At/Above Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% At/Above Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
% At/Above Proficient	67				
Advanced	25				
Number of students tested	12	7	4	5	7
5. English Language Learner Students					
% At/Above Proficient					
Advanced					
Number of students tested					
6.					
% At/Above Proficient					
Advanced					
Number of students tested					
NOTES:					

12PA12

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: PSSA

Edition/Publication Year: Published Every Year Publisher: PDE/DRC

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% At/Above Proficient	97	90	83	66	64
Advanced	76	63	59	49	38
Number of students tested	34	38	34	35	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At/Above Proficient	92	80	77	50	27
Advanced	77	47	54	40	18
Number of students tested	13	15	13	20	11
2. African American Students					
% At/Above Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% At/Above Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
% At/Above Proficient					
Advanced					
Number of students tested	9	2	4	7	8
5. English Language Learner Students					
% At/Above Proficient					
Advanced					
Number of students tested					
6.					
% At/Above Proficient					
Advanced					
Number of students tested					
NOTES:					

12PA12

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: PSSA

Edition/Publication Year: Published Every Year Publisher: PDE/DRC

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% At/Above Proficient	87	85	85	60	59
Advanced	10	32	29	23	33
Number of students tested	34	38	34	35	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At/Above Proficient	92	73	77	45	36
Advanced	15	20	15	20	27
Number of students tested	13	15	13	20	11
2. African American Students					
% At/Above Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% At/Above Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
% At/Above Proficient					
Advanced					
Number of students tested	9	2	4	7	8
5. English Language Learner Students					
% At/Above Proficient					
Advanced					
Number of students tested					
6.					
% At/Above Proficient					
Advanced					
Number of students tested					
NOTES:					

12PA12

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: PSSA

Edition/Publication Year: Published Every Year Publisher: PDE/DRC

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% At/Above Proficient	95	87	77	80	84
Advanced	85	71	58	64	63
Number of students tested	40	31	36	44	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At/Above Proficient	87	87	67	54	77
Advanced	87	60	44	47	69
Number of students tested	15	15	18	15	13
2. African American Students					
% At/Above Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% At/Above Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
% At/Above Proficient					
Advanced					
Number of students tested	2	2	6	9	4
5. English Language Learner Students					
% At/Above Proficient					
Advanced					
Number of students tested					
6.					
% At/Above Proficient					
Advanced					
Number of students tested					
NOTES:					

12PA12

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: PSSA

Edition/Publication Year: Published Every Year Publisher: PDE/DRC

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% At/Above Proficient	93	84	72	70	71
Advanced	43	52	47	41	33
Number of students tested	40	31	36	44	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At/Above Proficient	87	87	61	47	69
Advanced	53	47	33	27	31
Number of students tested	15	15	18	15	13
2. African American Students					
% At/Above Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% At/Above Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
% At/Above Proficient					
Advanced					
Number of students tested	2	2	6	9	4
5. English Language Learner Students					
% At/Above Proficient					
Advanced					
Number of students tested					
6.					
% At/Above Proficient					
Advanced					
Number of students tested					
NOTES:					

12PA12

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
% At or Above Proficient	92	89	87	80	76
Advanced	68	61	59	62	55
Number of students tested	143	136	144	155	123
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Proficient	80	82	78	68	64
Advanced	56	51	52	48	53
Number of students tested	62	57	59	66	51
2. African American Students					
% At or Above Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
% At or Above Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
% At or Above Proficient	60	63	54	33	31
Advanced	40	31	31	20	15
Number of students tested	25	19	22	24	19
5. English Language Learner Students					
% At or Above Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
% At or Above Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12PA12

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
% At or Above Proficient	86	80	82	75	69
Advanced	28	31	39	30	33
Number of students tested	143	136	143	155	123
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Proficient	79	73	70	65	60
Advanced	24	29	30	24	29
Number of students tested	62	57	58	66	51
2. African American Students					
% At or Above Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
% At or Above Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
% At or Above Proficient	72	52	52	41	21
Advanced	23	10	9	4	15
Number of students tested	25	19	21	24	19
5. English Language Learner Students					
% At or Above Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
% At or Above Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12PA12